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ABSTRACT

The selected materials are: (1) program; (2) list of participants; (3) Memorandum from Venable Lawson, Institute Director; (4) paper from Betty Kemp "Prepared for the Institute on Role of Georgia Public Libraries in the Right to Read Effort."; (5) "Public Libraries and Illiteracy in Georgia." by Dr. Mary Edna Anders; (6) "Summary: Programs in Georgia Public Libraries Related to the Right to Read Effort." by Leroy Childs and (7) "Savannah Area Literacy Training Program." by Frances Rees. (MM)

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INSTITUTE

on the

ROLE OF GEORGIA PUBLIC LIBRARIES

in the

RIGHT TO READ EFFORT

[Selected Materials]

Sponsored by: School of Library Service, Atlanta University
Division of Librarianship, Emory University

Under a grant from the U.S. Office of Education, Title II-B Higher Education Act, 1965, PL89-329, as amended.

December 3, 1971 Atlanta, Georgia

PROGRAM

8:00-9:00 Registration

9:00-10:30 Welcome - Dr. Virginia Lacy Jones
Dean, School of Library Service
Atlanta University

Introduction - Dr. Venable Lawson
Director, Division of Librarianship
Emory University

"The Public Library and Illiteracy in Georgia"
Dr. Mary Edna Anders
Director, Basic Data Branch
Industrial Development Division
Georgia Institute of Technology

10:30-10:45 Coffee Break

10:45-12:00 Georgia Public Library Activities and the Right to Read Effort.

Moderator - Mr. Carlton Thaxton
Administrator, Public Library Service
Georgia Department of Education

Panel - Miss Betty Kemp
Director, Cherokee Regional Library
Lafayette, Georgia

Mr. Leroy Childs
Assistant Director, West Georgia Regional Library
Carrolton, Georgia

Mr. Harold Todd
Director, Albany Public Library
Albany, Georgia

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12:30-2:00 Lunch

"The Role of Equipment in Reading Programs"
Mr. Marvin Harm
Assistant Professor, Division of Librarianship
Emory University

2:00-3:15 Discussion Groups

Group I - Leader: Mrs. Laura Scott Lewis
Branch Librarian, Coweta Regional Library
LaGrange, Georgia

Subject: Factors Influencing the Development of a Right to Read Program in the Public Library.

Group II - Leader: Mrs. Susie LaBord
Director, Grady Homes Child Development Center
Atlanta, Georgia

Subject: The Audience for the Right to Read Effort.

Group III - Leaders: Mr. William T. Bush
Assistant General Manager
and Director of Training
Atlanta Water Works

Miss Ingrid Hill
Director, Adult Education Program
Atlanta Water Works

Subject: Same as Group II.

Group IV - Leader: Mrs. Hallie Brooks
Professor, School of Library Service
Atlanta University

Subject: Coordination of the Public Libraries Right to Read Program with Local Schools.

Group V - Leader: Mr. John Clemons
Associate Professor, Division of Librarianship
Emory University

Subject: Same as IV.

3:15-3:30 Coffee Break

3:30-4:30 Group Reports

Moderator: Mr. Walter Johnson
Director, Coastal Plains Regional Library
Tifton, Georgia

Reporters: Group I - Mrs. Emily Payne
Director, Tri-County Regional Library
Rome, Georgia

Group II - Mr. Myron Kirkes
Graduate Student, School of Library Service
Atlanta University

Group III - Mrs. Carolyn George
Librarian, South Branch
Atlanta Public Library

Group IV - Mrs. Barbara Prescott
Graduate Student, Division of Librarianship
Emory University

Group V - Miss Page Riesbol
Library Consultant
Athens Regional Library

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December 3, 1971 Atlanta, Georgia

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Satilla Regional Library
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Marjorie McKenzie
Pine Mountain Regional Library
Manchester, Georgia

Ruth T. Marshall
Southwest Georgia Regional Library
Bainbridge, Georgia

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December 21, 1971

MEMORANDUM

To: Registrants, Institute on the Role of Georgia Public Libraries in the Right to Read Effort.

From: Venable Lawson, Institute Director

Writing a proposal for an institute, implementing the proposal and presenting the institute presents different challenges at each stage. The Institute on the Role of Georgia Public Libraries in the Right to Read Effort presented a unique challenge to us all--could an effective institute be salvaged when almost 50% of those planning to attend were prevented from doing so by ice and snow, and many of these having program responsibilities.

The forty-six who were able to make the December 3rd institute proved capable of meeting this challenge. The involvement in the Right to Read Effort, the patience with the alterations made in the program, and the willingness to exchange ideas with one another spoke well of the Georgia public librarians who were present.

Mary Edna Ander's speech was so provocative I believe it should have the widest possible audience. I have asked and received her permission to have it reproduced and am providing copies to all those who attended or had planned to attend the institute. Did you see the adaptation of the article on the editorial page of the December 18th Atlanta Journal? Mary Edna provided me with a number of clippings that she had collected over recent months and copies of these are enclosed. Frances Rees kindly supplied a summary of the Savannah Area Literacy Training Program and copies are being mailed to you, also the results of the investigations made by Leroy Childs and Betty Kemp on Right to Read programs in the state which they were unable to present at the meeting.

I believe each of these are worthy of study and will provide those of you who were unable to attend an essence of the institute, and for those who were present a meaningful follow up for the program. For those who were not present I am also forwarding materials supplied in the participant's kits including the pamphlet Sound and Light for the Right to Read. The filmstrips and cassette which can be used with this booklet are available for purchase from the National Book Committee, Inc., or may be borrowed from the Division of Librarianship.

On behalf of Virginia Lacy Jones and myself I wish to thank each of you for your interest, willingness to assist us, and the efforts you each made in helping us to carry through on the institute. We look forward to working with you in future on many projects, but particularly in the Right to Read Effort.

Sincerely,

Venable Lawson

Venable Lawson
Director

Prepared for the Institute on Role of Georgia Public Libraries

in the Right to Read Effort

by Betty Kemp, Director
Cherokee Regional Library

The Right to Read is inherent in what is considered normal or standard public library operations. The provision of materials for varied reading levels and subject interests---the right to reading materials implies the right to literacy. The provision of the learning materials is one facet of the teaching function and it is this facet for which public libraries have long assumed responsibility.

The material for this report was gathered from the project proposals submitted to Public Library Service, Georgia State Department of Education by the County and Regional Libraries for the basic grants from LSCA Title I funds. The geographic area represented is the northern part of Georgia which is served by fourteen regional and three independent county library systems. Of these, six had projects which related to the Right to Read effort. Specific information concerning the actual operation of the project is not available as the funding for the projects had not been received at the time of the questionnare.

In general the projects reflect the awareness of the public librarians of the need for specialized materials in connection with the Right to Read effort. The many projects which were directed to the disadvantaged were concerned with the provision of library materials. The specialized nature of these materials also meet the need of the Right to Read audience. Of course, in many cases these two groups are the same.

A brief description of projects by several of the libraries follow:

Sequoyah Regional Library, Canton, Georgia This regional library plans to set up reading classes for adult illiterates and semi-illiterates in Cherokee, Pickens, and Gilmer Counties. The project calls for a course to be given in Canton by Literacy Action, Inc. to instruct interested citizens in the Laubach "each one teach one" method. The instruction to the illiterate will be taught at the four libraries in the region with the thought that the illiterate will respond more favorably to classes held in the libraries rather than in the schools. There will be one teacher employed for each county (either a person who has taken the Laubach course or an adult reading specialist recommended by the county department of education.)

The project will for the first time involve active community participation on a library sponsored endeaver which has not been attempted in this area before. It will involve consultation with and the cooperation of the three county departments of education, welfare services, health, ministerial associations, library trustees and staff. The involvement of hitherto apathetic people in a project to promote the welfare of the economically and educationally disadvantaged citizens of this area will not only help the latter but will also promote interest in libraries in general.

The War Woman Regional Library, Elberton, Georgia At this regional library any resident may request in-home service. The qualification for this service are that the person for reasons of health, age, or extenuating circumstance is unable to come to the library. The service includes teaching some residents to read as well as the provision of the library materials.

Tri-County Regional Library, Rome Georgia Here the plan is to cooperate with the Floyd, Polk, and Bartow County Departments of Education in providing good and interesting books, films, filmstrips, tapes, and recordings which will aid in learning to read. The goal of this project is that all adults and children within the tricounty area will be impressed with the necessity that the ability to read, understand, and communicate is the key to knowledge. Each person will be encouraged to learn to the limits of his capacity.

The project calls for the availability of library materials of personal interest at the public libraries in the region and by bookmobile service to the homes. The project will cooperate with and assist teachers and parents of children with a reading problem by providing materials and guidance in needed areas. The regional library will provide to parents of pre school children, pamphlets which list ways that the parents can help their children become ready to learn to read. Guidance and accessibility to materials will be provided by library personnel and bookmobile service to those who need assistance in teaching adults and children how to read.

Emphasis in the project will be given to the availability of the information and materials to parents of pre school children of the rural areas so that these children will develop the desire to learn to read. Employees with special training will conduct remedial session in conjunction with formal education. Materials and special advisors will be provided for the school drop out and contacts schejuled to so that he may enroll in a special course or take the GED test.

Cobb County Public Library, Marietta, Georgia There are two projects here which are directed toward the Right to Read audience. One project is a special out reach effort to give library service beyond the regularstructured program. It utilizes a special collection of some 10,000 volumes housed separately from all other branch collections. This makes possible long term and large group loans to hospitals, nursing homes, prisons, school classroom collections and special organized programs such as Head Start. Some degree of individual selectiveness is made whenever possible. A regular schedule for pick up and delivery service is followed to keep fresh material available.

The other project of the Cobb County Pu-lic Library is the operation of two branch libraries in the disadvantaged areas within the city of Marietta. One area is made up almost entirely of government low rent housing and apartments. The other area serves a negro community made up of government apartments. There are also single dwellings, both rented and privately owned.

The project goal is to provide library service to those economically disadvantaged people living in two concentrated sections of the city of Marietta. Some of the reading citizens of these two areas are mobile and use the Marietta (Main) Library, but many of the residents of this area do not have regular transportation of their own, and the city does not provide public transportation. Included in these housing projects are several units built especially for the elderly on pensions.

At the same time there is the fact that in many cases there has been no firmly established reading habit on the part of the individual or family. Therefore it is imperative that the library program be made both convenient and attractive in order to reach those people in the community who need the library's services the most. Effort will be made to contact the elderly residents individually and to provide home delivery where necessary.

After careful evaluation of ways to reach these economically disadvantaged people, it was decided that one way would be to attract the children of the community. A weekly movie program has been started at the Marietta Place Library as an extension of the Story Hour Program. The movies will be for entertainment and for instruction. Movies for instruction will include films that provide facts on drug abuse, citizenship training,etc. In addition books and materials of high interest/low reading level will be purchased to attract youn readers with reading difficulties.

In addition to their own projects, the public libraries are also aware of the projects concerned with the Right to Read being carried on by other agencies. Most of the libraries actively co-operate with programs of the County school systems; the community action agencies; the YWCA; Literacy Action, Inc.; the Family and Children's services; Health departments; the Head Start and Follow Through programs; the Model Reading program; the civic clubs, to name only a few.

Proposed projects include: Cobb County Public working with the YWCA with children with reading difficulties; Lanier Lake Regional Library purchasing adult easy vocabulary books to be placed in low rent areas, and to working with basic education groups; Tri-County Regional Library's reading readiness project for disadvantaged early childhood age; War Woman Regional Library's purchasing a small "Bookmobus" to reach rural areas not contacted.

The libraries whose projects have been described here vary in population from 196,645 in Cobb County; 133,712 in Tri-County; 92,167 in Lanier Lake; 48,605 in Sequoyah; to 32,754 in War Woman Regional Library. The type of population varies from metropoliton to urban to rural and some degree of combination of the three within some of the regions. In each case the library trustees and staff have recognized a need for the materials for the right to read audience. They have found a way to meet that need within the limitations and framework of the library service of that particular system. While the projects here reported may be modest in scope, and undramatic in terms of innovation, the recognization of the need and the meeting of it, is in itself an aggressive program on the part of these library systems.

PUBLIC LIBRARIES AND ILLITERACY IN GEORGIA

From 1840 through 1930 data on illiteracy were collected and reported as part of each decennial census. Beginning with the 1940 census, collection procedures and policies were changed, and now the data given report only year of school completed with no information on illiteracy being supplied. Because of our awareness of the truly dramatic progress achieved in economic, social, and cultural sectors of our society, many of us had naively assumed that illiteracy had been so reduced that it no longer presented a serious problem.

Our assumption was not completely unreasonable. Take a quick look at four important indicators -- number of people employed, per capita income, number of children in school, years of school completed -- we know without examining official records that growth has occurred since 1940. But illiteracy has not disappeared nor has it become a negligible factor in our communities. A Lou Harris survey taken in 1970 indicated that 18,500,000 adults "lack the reading ability necessary for practical survival in the United States today." Even more frightening, the magazine APPALACHIA reported in 1971 that "50,000 youths graduated from high school this June without being able to read." Something is terribly wrong. Illiteracy continues to be a national problem with which we must be concerned.

Does illiteracy exist to a considerable extent in Georgia? For several reasons we cannot obtain an exact count of the number of illiterates in the State. First, the difficulty of establishing or defining illiteracy complicates a survey of its extent. In addition to those who do not know the letters of the alphabet and are unable to recognize words, individuals who cannot read well enough to complete basic forms such as applications for a driver's license or who cannot read labels on cans in the grocery store should be considered illiterate, hence the term functional illiterate which has been used for several decades. Second, once the level of reading ability essential to literacy has been established, applying that measure in a survey would be difficult and time consuming. Third, assuming other problems had been solved, there is no state agency that could reasonably be expected to collect illiteracy data or conduct a state-wide survey.

It is not essential that we have an exact measure of illiteracy in the State. We do need to determine, however, whether it is a significant problem, and this we can accomplish by looking at a few specific indicators.

Certain factors are directly related to or suggest the presence of illiteracy. Let us examine some of these factors in quantitative terms. Although we will be reviewing county or multi-county data for the most part, we will make no county comparisons and will not compare Georgia data with national data. We are not interested in how Georgia ranks in relation to the rest of the nation. We are concerned with a working description of a Georgia problem and even more specifically with a description of the problem in terms of an individual county.

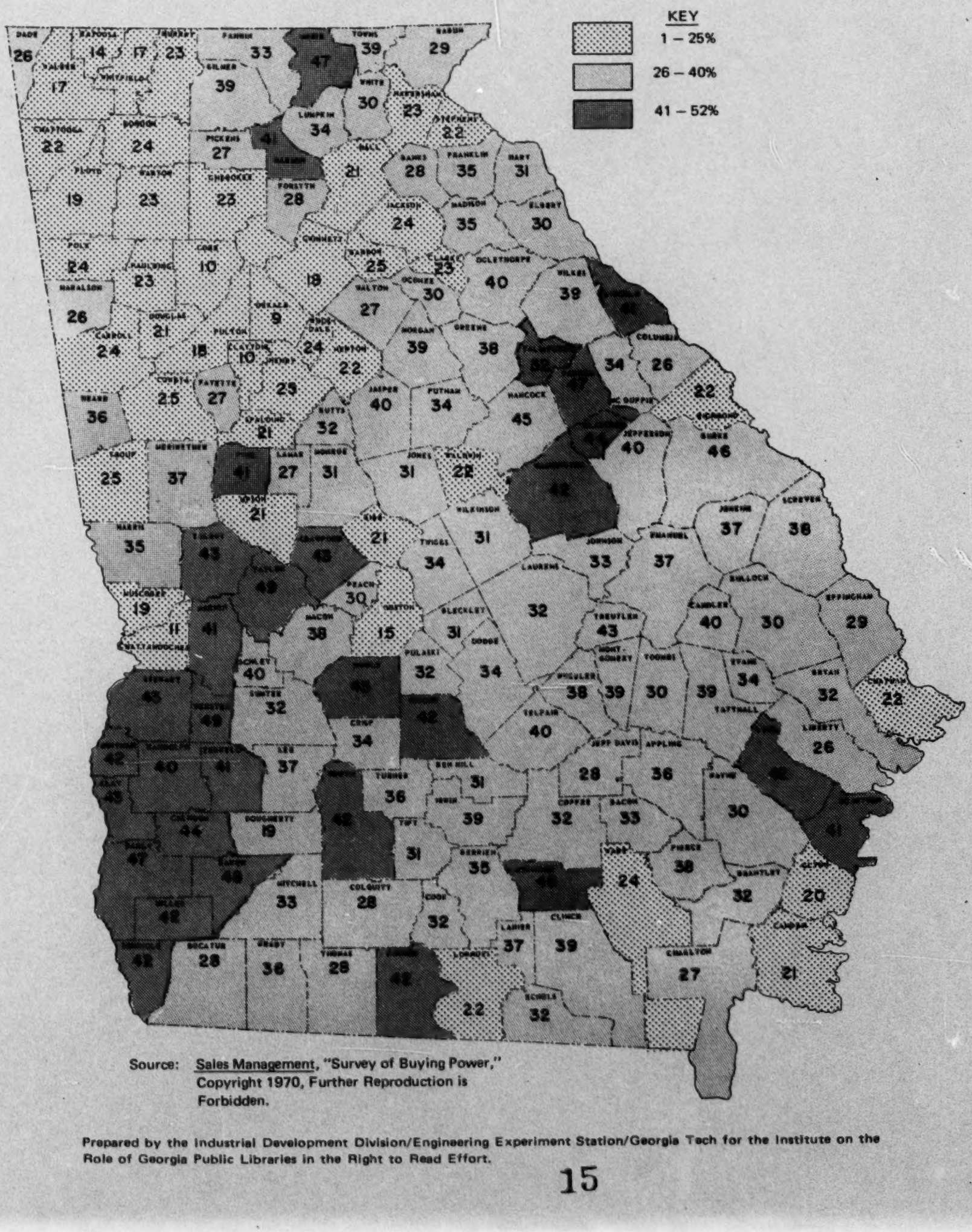
We do not want to subject you to a tedious recitation of numbers so most of the data we have collected and analyzed have been mapped. Look at these maps with an awareness of their limitations. Most important, the measures they display were not selected and carefully weighted to produce a statistically valid description of the incidence of illiteracy. Moreover, the information represents different periods of time and varies as to method of reporting. Restating our purpose in examining these maps: we are attempting to answer the question "Has the illiterate disappeared in Georgia?"

We need to consider two categories of factors. The first category includes those economic factors that produce or contribute to the development of illiteracy. The second encompasses population characteristics that suggest the presence of illiteracy.

Among the economic factors, low income level and poor quality of housing provide key evidence of conditions which help to create illiteracy. Because income level determines quality of housing to a considerable extent and the presence of social and cultural deprivations, it has been chosen for our purpose. Map 1 reports by county percentage of households with spendable incomes of less than $3,000. The data are estimates prepared by SALES MANAGEMENT for 1969. Please note that information for each county is given and that three shadings have been used to indicate the approximate distribution of the percentages. In about half of the counties between 26% and 40% of the households have incomes falling below the $3,000 level. There can be little question that economic conditions continue to encourage illiteracy in Georgia.

Let us turn our attention now to population factors and the second map. This map deals with student dropouts. Because of the difficulties involved in converting them to percentages, data are reported in raw form by county. Supplied by the Research Services Unit of the Georgia Department of Education, they cover the 1969-70 school year. Although in today's world public school dropouts may

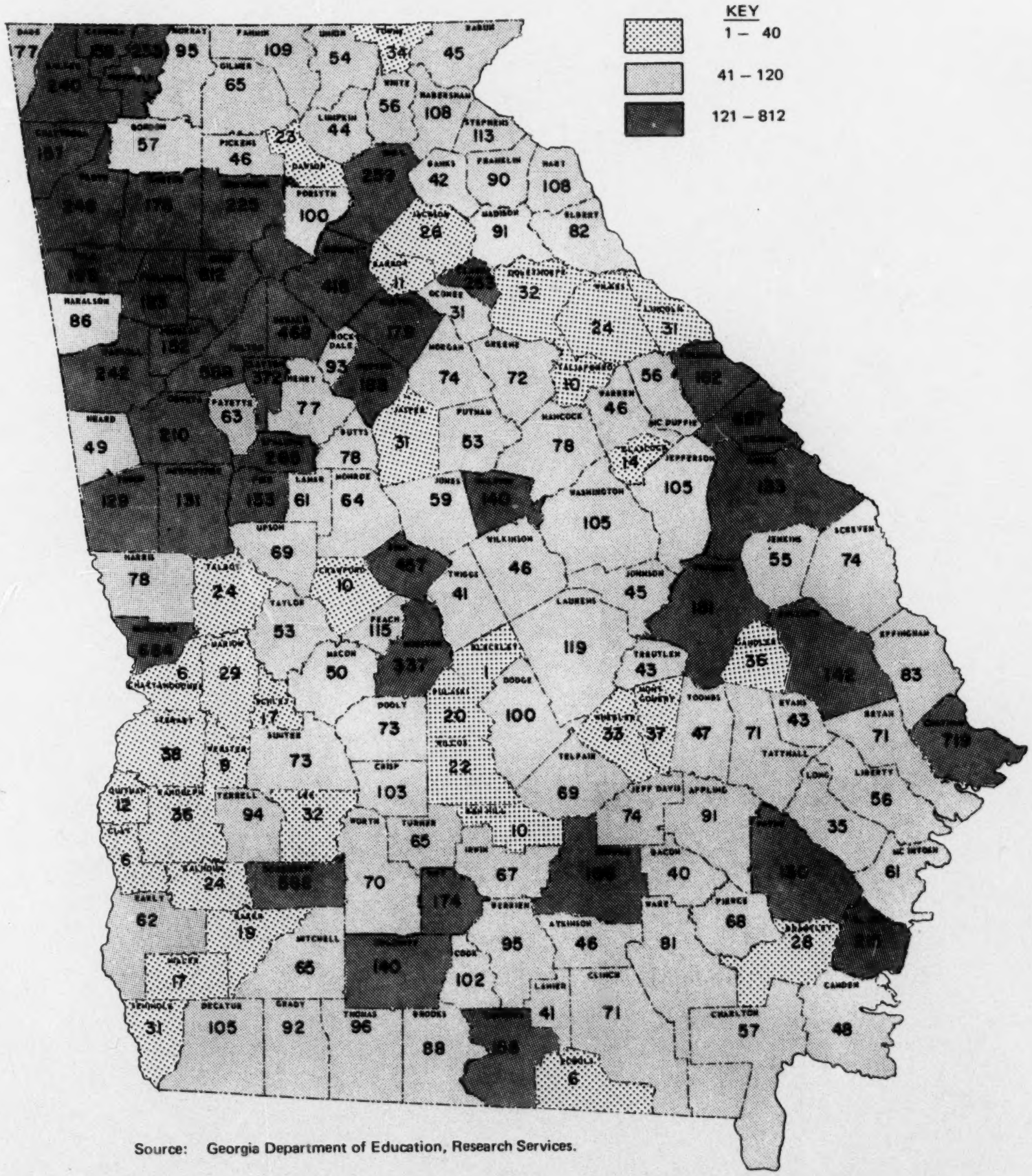
PERCENTAGE OF HOUSEHOLDS WITH CASH INCOME UNDER $3,000, BY COUNTY, 1969



Source: Sales Management, "Survey of Buying Power," Copyright 1970, Further Reproduction is Forbidden.

Prepared by the Industrial Development Division/Engineering Experiment Station/Georgia Tech for the Institute on the Role of Georgia Public Libraries in the Right to Read Effort.

NUMBER OF DROPOUTS (ALL GRADES), BY COUNTY, 1969 – 1970



Source: Georgia Department of Education, Research Services.

Prepared by the Industrial Development Division/Engineering Experiment Station/Georgia Tech for the Institute on the Role of Georgia Public Libraries in the Right to Read Effort.

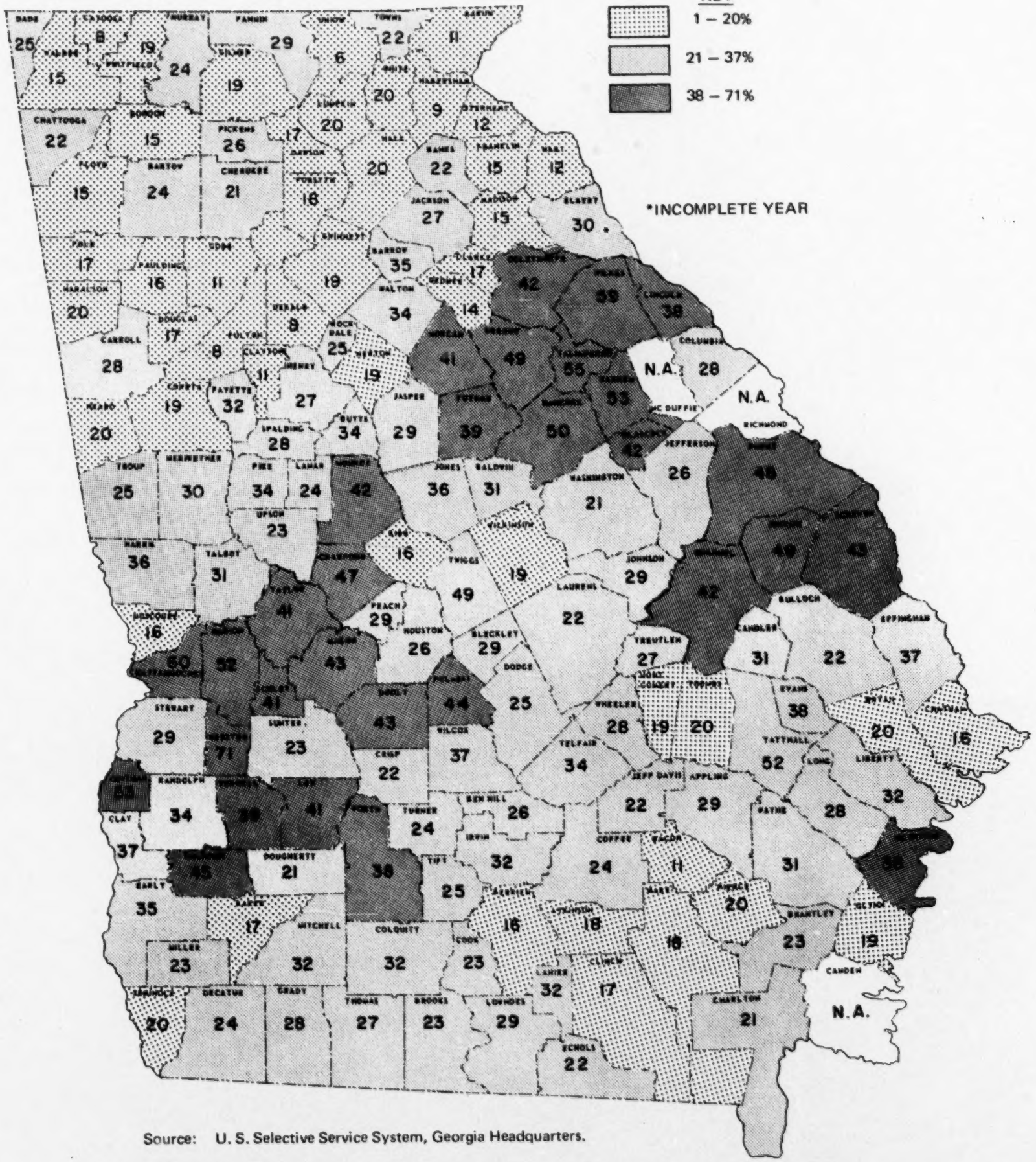
well be enrolling in private schools, these figures suggest that in every county a sizable number of young people are not completing their elementary and secondary education and are potential illiterates. Again, the shading of the counties shows their distribution into three ranges or groups with approximately half of the counties having between 41 and 120 dropouts for that year alone. Each one of these young people probably has learning problems, one of which is likely to be a reading handicap. This school dropout segment of the population constitutes a tremendous reservoir of potential illiterates.

The third map we have prepared for you focuses even more directly on illiteracy. It indicates by county the percentage of selective service registrants who were rejected for mental reasons in 1967-68. In addition to illiteracy, the designation mental factors covers other problems, but the inability to read effectively appears to be the dominant reason for rejection. Approximately one-fourth of our counties have rejection rates ranging between 38 and 71%. You will note that we were unable to obtain data for three counties and that for one county the information does not cover a full year.

The final map we have prepared suggests some measure of the adult population that has sought to remedy educational deficiences. Map 4 reports the number of adults enrolled in Basic Adult Education courses during 1970-71. Weakest of the information we are sharing, these data cover all types of public education courses and an individual may be counted more than once. In addition, some Basic Adult Education programs are operated on a county basis, others on a regional; hence, data cannot always be reported for a county. There are thirty-nine counties in which no Basic Adult Education program is operated. Because of the variation in reporting units, no shading of counties was used to indicate distribution. By revealing that approximately 25,000 adults were motivated sufficiently to enroll in basic education courses, the map contributes to our understanding of the possible size of the functionally illiterate population and offers some encouragement about the likelihood of securing their participation in programs planned for them.

These four maps give you the results of an examination of significant factors relating to illiteracy. For me at least they confirm the presence of the illiterate in Georgia in sizable numbers. In case you are not convinced, the following facts provide supplemental evidence.

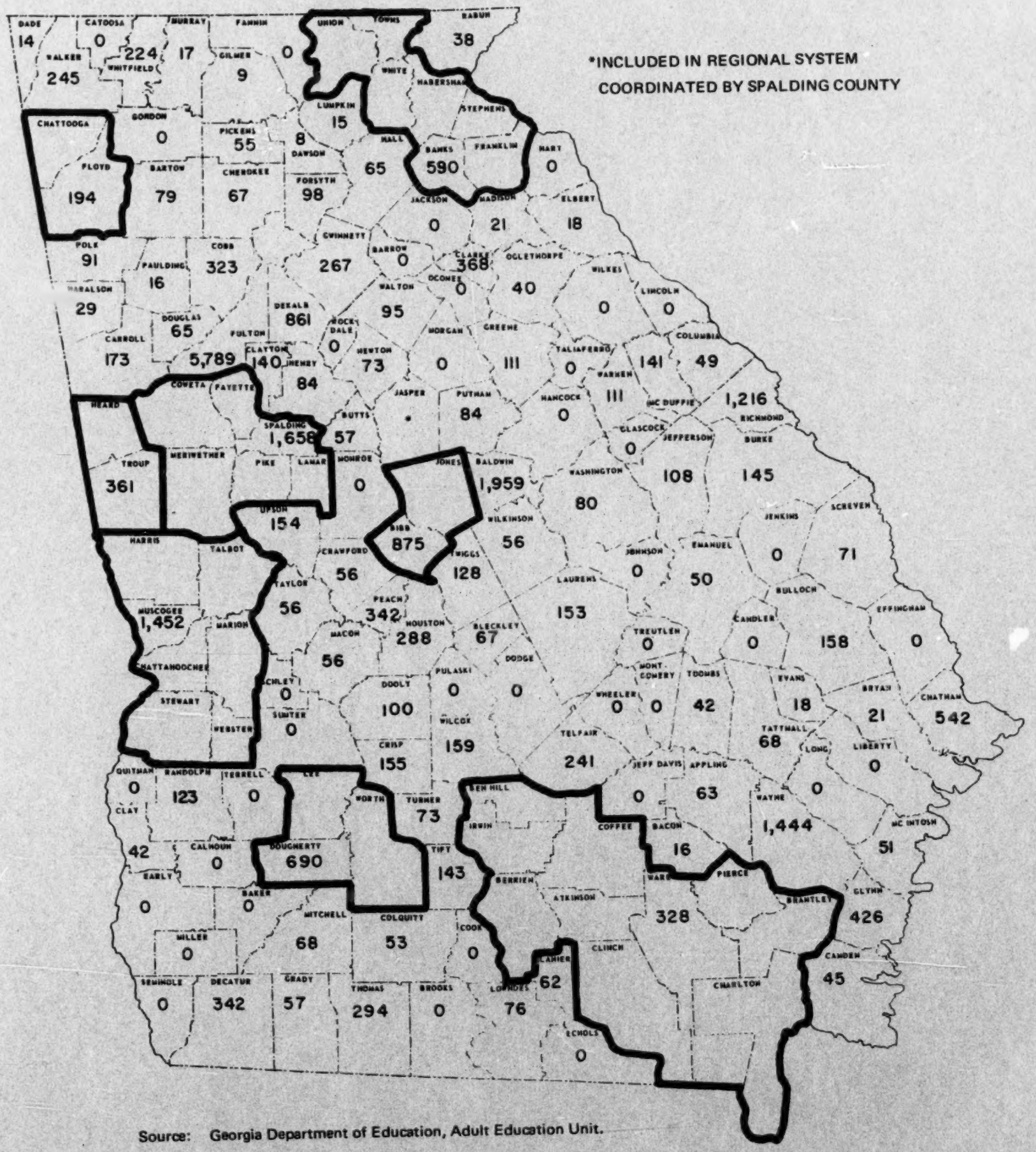
PERCENTAGE OF SELECTIVE SERVICE REGISTRANTS REJECTED FOR MENTAL REASONS, BY COUNTY, 1967 – 1968



Source: U. S. Selective Service System, Georgia Headquarters.

Prepared by the Industrial Development Division/Engineering Experiment Station/Georgia Tech for the Institute on the Role of Georgia Public Libraries in the Right To Read Effort.

ENROLLMENT OF ADULT EDUCATION STUDENTS BY REGIONAL OR COUNTY SYSTEM, 1970 – 1971



*INCLUDED IN REGIONAL SYSTEM COORDINATED BY SPALDING COUNTY

Source: Georgia Department of Education, Adult Education Unit.

Prepared by the Industrial Development Division/Engineering Experiment Station/Georgia Tech for the Institute on the Role of Georgia Public Libraries in the Right to Read Effort.

Item: A survey conducted by Georgia State University resulted in an estimate of 200,000 illiterates in the Atlanta Metropolitan area.

Item: Literacy Action, Inc. estimates that individuals it has trained have tutored between 600 and 700 illiterates in the state.

Item: Three Postal Street Academies are in the second year of operation in Atlanta. Providing instruction in five areas, one of which is reading, the Academies are working with dropouts and low income individuals primarily in the 16-21 year old group. Attainment of eighth grade reading level constitutes the basis for promotion to the Academy of Transition.

Item: At Georgia Tech 76 employees in service categories have requested assistance in improving their reading skills. Faculty and staff volunteers are presently participating in training sessions to prepare them to respond to this request.

Item: The C & S Bank as part of a continuing program has contracted with the DeKalb Area Technical School to provide comprehensive reading instruction to its employees. Over ninety people participated in the two classes conducted this year. About half of these were non-readers or people with reading handicaps.

Revealing recognition of the problem of illiteracy by units of government, higher education, and business, these examples also identify some specific programs that have been established to meet the problem.

Illiteracy exerts major negative impacts upon a community. The inability to read affects the individual citizen in many ways that we cannot even begin to comprehend. The White Plains Adult Education Center has produced a profile of an illiterate adult that enumerates his handicaps more effectively than any other analysis I have found. We want you to have a copy of this profile. The statement that appears fifth from the bottom on the right, "Has no effective way of modifying his own destiny," expresses most precisely the dilemma confronting the illiterate. We cannot even begin to measure the personal impact of illiteracy on our citizens.

In the economic area illiteracy affects adversely the community's standard of living as well as that of the illiterate. Continuing studies by the Census Bureau reveal the close link between income and level of education. In 1971 the Bureau reported average income by level of education of the head of the household to be $5,747 where the head had fewer than 8 years of schooling, $7,253 with 8 years, $10,422 with 1 to 3 additional years. These significant increases in earnings which accompany attainment of higher levels of education suggest the tremendous price a community pays because of the earning limitations of its illiterates.

Illiteracy also exerts a divisive effect on a community, isolating part of the citizens; creating fears, antagonisms, misunderstandings; and erecting barriers to the most productive development and utilization of the community's resources.

Illiteracy with all its undesirable by-products must be recognized as a fact of life in Georgia today. How do you public librarians respond to this problem? An anticipated, even obvious, response would be that public librarians want people to be able to read, want them to use libraries and will base their response on their concern for this non-reader, non-user segment of the population. Although this reaction need not be rejected, let me urge you to subordinate it and respond instead to a community problem -- a problem whose presence, characteristics, and effects I have attempted to outline. Respond quickly and with vigor. You possess specialized talents and training that are particularly appropriate to the handling of this specific community problem. Moreover, the libraries you administer contain or can contain resources that will be needed in abolishing the problem.

In attacking illiteracy, we need to recognize the fact that we are confronted with two sub-problems: (1) illiteracy among the in-school population and (2) illiteracy among the out-of-school population. Each population group will require a somewhat different approach. Following the objectives of this Institute,

we here today want to focus our attention on the out-of-school group, remembering, however, and relating to the other segment.

Because illiteracy penalizes the entire community, all relevant community forces need to unite in a campaign for its eradication. We need a systematic plan, a community action program designed to teach the adult illiterate to read.

A systematic, organized community program will include three obvious phases or periods of activity: fact-finding, planning, and implementing. Although these phases are inter-related and overlap, they incorporate distinct steps that should be taken.

In the fact-finding phase emphasis should be placed on reporting the presence of illiteracy in the community and in identifying the agencies that can be involved in a community-wide program. An overall description of illiteracy in the community should be produced for use in acquainting citizens with the problem and to provide background for planning. Although similar to the presentation you heard a few minutes ago, your local statement must be more exact, pinpointing more specifically the size and location of the illiterate population in your area. How can these facts be obtained? You have four maps that give you a start. We had hoped to use 1970 census data for some of the measures of income, education, employment, and housing but they have not yet been released. Watch for the announcement of the availability of the Fourth Count Census Tapes and the GENERAL SOCIAL AND ECONOMIC CHARACTERISTICS (PC(12)-C) and DETAILED CHARACTERISTICS (PC(12)-D) reports in published series of population reports. In addition, the general (HC(12)-A) and detailed reports of the 1970 CENSUS OF HOUSING will provide useful inputs. But these reports will not satisfy your needs completely. You will have to consult local agencies - the area planning and development commissions, the community action agencies, the public school agencies, the manpower agencies, the local representatives of the Department of Family and Children Services, businesses, and other relevant agencies operating in the community.

Obtaining information from local agencies can easily be combined with a survey of community organizations to determine if any work is presently being done with illiterates and to ascertain which of the agencies are willing to participate in a community-wide program. In fact, planning will be easier if specific commitments are obtained from the respective agencies. Many of the public librarians in this room maintain independently or in cooperation with the chamber of commerce a listing of organizations active in the community. Thus, no significant

TEACHING ADULT ILLITERATES TO READ:

A COMMUNITY PRODUCTION

Production Staff

Public library
Public schools
Academic institutions
Area planning and development commissions
Community action agencies
Office of Economic Opportunity
Comprehensive Area Manpower Planning Systems (CAMPS)
NAACP
Businesses

Cast

People to train tutors
- Literacy Action, Inc.
- Academic institutions

People to tutor
- Civic, professional, and social clubs
- Church groups
- Retired teachers

People to be tutored[1/]
- Businesses
- Community action agencies
- NAACP
- Social workers

Scene

Public library
Church
Community center
Neighborhood center

Props

Public library
Public Library Service
Publishers

1/ U. S. Manpower Administration. DIRECTORY FOR REACHING MINORITY GROUPS. U. S. Government Printing Office. 1970. $2.00.

difficulties should be encountered in their identification.

After a thorough and reasonably complete definition of the dimensions of the illiteracy problem in the community has been completed and the participation of the essential agencies has been assured, detailed planning of the program should begin. Definite priorities and goals should be agreed upon first and then alternative approaches need to be analyzed and evaluated in terms of local conditions. Will a series of small independent but coordinated programs produce more satisfactory results or does a complete pooling of resources and efforts directed at the out-of-school population appear to be more promising? What, if any, relationship should exist between programs for the in-school and the out-of-school population; can they be mutually beneficial? What kind of publicity should be sought for the program? How can adequate communication be established and maintained among all those involved in the program? And then the simple but basic operational problems will have to be solved: how will the individual illiterate be identified and motivated to participate in the program, who will help him learn to read, will tutoring be provided on a one-to-one or a group basis, where will the tutors and participants meet, what materials will be utilized and how will they be obtained? These questions illustrate the kinds that must be answered in the planning process.

The implementation phase involves more than putting the plans into operation. Everyone - tutors and participants especially - involved in the program in any capacity should be questioning its approach, assessing its progress, seeking ways to improve its effectiveness. Actual experience should suggest means for strengthening and improving the program.

Thus far, what needs to be done has occupied our attention and nothing has been said about who will do what. The fact that "who will do what" will vary from community to community explains the seeming oversight in part. Actually, the examination of specific responsibilities has been postponed until we had some ideas about what might be done. We can now stage the community production Teaching Adult Illiterates to Read. To aid you in determining who can do what, we have prepared a guide which suggests either possible candidates or keys to identification of possible candidates.

Under production staff you find listed some of the agencies that by virtue of their basic programs have specific reasons for being concerned about illiteracy. These are the agencies that can provide the leadership and the support that will

be essential to the success of a community-wide program.

Three categories of people are listed under cast. Under each category we have listed sources that will help you identify individuals to fill each role.

Scene suggests locations where the tutoring could take place and finally props covers sources of materials to be used.

What role will the public library take in this production? You make that decision based on intimate knowledge of how to get things accomplished in your community. You may take complete leadership for all phases of activity; you may motivate a particularly strong organization to undertake a program, or you may stimulate the formation of an ad hoc community group. You can locate facts, supply materials, make physical quarters available, serve as a communications center for operating programs. There are many roles that a public library can fill and you are the one to determine what your library can undertake.

Although federal imperatives directed our attention to illiteracy, they are mentioned only in passing in my final paragraphs. We should be concerned about illiteracy not because federal programs assign it high priority but because it exists in Georgia. Uncertainty or confusion about federal funding need not deter us. The simple approach suggested here utilizes existing local resources for the most part and does not require major funding for staff and materials.

Of course, availability of funding is important. I will never forget Lura Currier's terse report covering the initial operation of LSCA in Mississippi. She wrote, "We have developed library service with money and without. It is easier to do with money."

If funds become available, we could do some exciting experiments and demonstrations. Let me suggest one in closing. Let us assume in your region you have worked with an adult reading program for some months. You now have a group of learners and tutors who are relaxed and open participants in the program. Could you get them together with the program leaders, school people, technical personnel, and other appropriate personnel to plan a project that would utilize educational TV in the reading program? With census data you could document the potential audience, with the help of the people being tutored you could secure a test audience as well as valuable guidance on approach and content, and with the aid of technical personnel the TV programs could be produced. This would take money and would need to grow out of, be based on, practical experience. It could be a

very significant experiment. So, although you may begin with a simple program be alert to more sophisticated possibilities.

Although I have referred to the problem of illiteracy in at least every other sentence, let me point out that illiteracy is not truly the problem. Illiteracy is merely the symptom of our poverty problem, of our social, economic, and cultural problems. If we can at least reduce the rate of illiteracy we will make the solutions to our basic problems easier to accomplish.

A PROFILE OF AN ILLITERATE ADULT

Last to be hired

Target for automation

First to be fired

If employed, is forced to work several jobs to survive

Has few purposeful uses of leisure time

Can't share in great productivity of our nation

If employed, is a hazard to self and others

Is the major component in the cycle of poverty

Has limited credit

An inefficient consumer

Is a target for the "hard sell" of inappropriate goods and services

His economic limitations restrict much of his social life

Has difficulty complying with society's regulations

Is likely to be or become a welfare recipient

Leads a survival based life

Is unaware of the changing world around him

HAS A DEVASTATED CONCEPT OF HIS WORTH AS AN INDIVIDUAL

Grossly uninformed

Can't serve in Armed Forces

Tends to perpetuate illiteracy through offspring

Can't qualify as a voter

Can't comprehend the school structure to help himself or his children

Places minimal premium on educational pursuits

Has limited stimulation towards cultural enrichment

Is seldom sophisticated in interpersonal relationships

Has innate potential for anger and resentment

Is easily discriminated against

Unable to seek recourse to obtain his basic rights

Is fearful of new experiences

Has no effective way of modifying his own destiny

Is non-involved in the community

Is unfulfilled as an individual

Is not inclined to utilize the agencies provided by society to serve him

Is a minimal parent

White Plains Adult Education Center
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1-4-68

SUMMARY

PROGRAMS IN GEORGIA PUBLIC LIBRARIES
RELATED TO THE RIGHT TO READ EFFORT

The concern, shown by Georgia public libraries, with the problems of those persons who are identified as being under the umbrella of the right to read effort, assures us that implementing this effort has been accepted as a legitimate role of the public library. In many libraries, however, service to this group has been through the traditional library programs. If the public library is to be successful in implementing this role, it must develop new programs that are geared specifically to the needs of those it wishes to serve and it must become involved in cooperating with those agencies and institutions that are concerned with the development of the disadvantaged group.

Three libraries which have developed programs geared to the needs of the disadvantaged and successfully cooperated with local agencies and institutions are the Oconee Regional Library, the Augusta-Richmond County Library and the West Georgia Regional Library.

The Oconee Regional Library, responding to the pleas of a group from the black community for assistance in blotting out illiteracy, decided to sponsor a tutorial program for children in primary grades who had reading problems. The program involves the cooperation of a high school, an elementary school, the library and the use of volunteers.

The plans as outlined, proposes to have twenty (20) children from the elementary school, selected on the basis of their reading scores tutored by twenty (20) students from the high school, selected and trained by a team consisting of a reading specialist, a sociology instructor and a principal.

No attempt is being made to teach the children to read, but it is hoped that through an hour each day of oral reading and activities with mixed media, the children will be motivated and a background for reading will be established. An evaluation at this point reveals that the program is exceeding expectations.

The Augusta-Richmond County Library using local community resources, institutions and volunteers, developed and sponsored two tutorial programs. One program ran from October through May and the other program from June through August.

Cooperating with a local orgainzation of black students, a program was designed to serve students on grades two through six during the school year. The tutorial work consisted almost entirely of helping individuals with homework assignments. This project,as it was developed,involved other agencies and individual volunteers.

This program served approximately thirty (30) students and in light of the aims which were outlined, was very successful.

In cooperation with a class from a local preparatory school and

involving other agencies and local volunteers, the library developed a tutorial program designed to serve disadvantaged children,ages six through nine, during the summer months. The program aimed to help these children develop reading skills and improve their reading ability.

The participants in the program felt that the program was very successful.

The West Georgia Regional Library,cooperating with the director of the local head start program and with the assistance of local volunteers,developed a story hour program which was designed to reach all of the children registered in the head start program. This program was under the direction of a recently appointed Special Projects Librarian who has the responsibility for the development of programs in several areas including the right to read.

The purpose of the program, as stated by the librarian, is to give the children in the head start program a happy introduction to the library so that they may feel at ease and see the interesting doors that may be opened through the use of the library. As the program is carried out, each head start center will bring its children to the library once each week for six weeks. At that time they are met by the librarian and volunteers who divide them into groups of six or seven in order that the leaders and children can more easily become acquainted and individual attention can be given to each child.

The program, now in its tenth week, has involved forty (40) children and twelve (12) volunteers. When terminated in June, it is

expected that the program will have involved one hundred twenty (120) children and thirty six (36) volunteers.

The program has been very successful and satisfying.

Report submitted by

Leroy Childs, Assistant Director
West Georgia Regional Library

December 11, 1971

Savannah Area Literacy Training Program

Five agencies and organizations, including the Public Library have joined forces in an effort to combat the problem of illiteracy in the Savannah area, where it is estimated that 20,000 of its citizens are functionally illiterate. These co-operating agencies are the Chatham Council on Human Relations, the Department of Family and Children's Services, Model Cities, the Economic Opportunity Authority and the Library.

The first step in this effort was to accept the assistance of Literacy Action, Inc. who provided personnel for workshops to instruct those interested in learning how to tutor illiterate adults. Since March, two of these workshops have been conducted with a total of 62 persons receiving certificates authorizing them to tutor. The method used is the "Each-One-Teach-One" method first developed by Dr. Frank Laubach and now used world-wide to teach illiterates.

As the Savannah program has developed, so has the need for organization and specific areas of responsibility for the co-operating agencies. The council on Human Relations and the Public Library share the primary responsibility of publicizing the program, planning the workshops, and obtaining necessary funds for workshops. The Department of Family and Children's Services, Model Cities and Economic Opportunity Authority, who are in a position to discover individuals needing assistance are primarily responsible for helping them get in touch with the Library and the Council on Human Relations who can provide the help they need.

One of the most important factors of the program is the "pairing" of pupils and tutors. In assigning a pupil to a tutor, consideration is given to the age, economic background, family background and interests and educational level of the pupil in order to assign a tutor who seems most appropriate. (For example, a young adult asked for a tutor a "good bit older" than himself, for he did not wish persons his own age to know he could not read.") A second very important factor is the need for keeping in constant touch with trained tutors for two reasons: 1) to obtain records on progress of pupils being tutored and 2) to have at hand names of tutors who are available to teach when a request comes in. A third aspect of the program is to have instructional materials available for the tutors as their pupil progresses. And, finally, it is important that accurate records be kept of the pupil's progress as reported by the tutors, including the records of those who complete the work and of those who for some reason do not continue.

For all of these to be well coordinated, it seemed appropriate for one institution to be the coordinating agency for this project.

Because the Public Library is an institution centrally located, well known by name, and filled with materials to supplement the texts, it seemed very logical for the Library to offer to accept the responsibility of coordinating this phase of the tutoring program. One member of the Library Staff has assumed these duties.

This staff member also works with the Library and the Council on Human Relations who provide rooms for the tutors and pupils to work. Two new Model Cities library branches recently opened are also equipped with rooms for this purpose. As the program grows and the needs arise, other organizations such as churches will, we hope, offer space which can be used.

At this writing there are 22 persons being tutored and 13 trained tutors are at work. This is just a beginning. People will continue to hear of the program as publicity already begun will continue. The television and radio stations have been generous, newspapers and church bulletins have carried feature stories, news stories and announcements. And especially, as "word gets around" by personal contacts with persons wishing for and finding help will the program develop into a really significant one in the community.

Report submitted by

Frances Rees, Assistant Director
Savannah Public Library

November 24, 1971